



Colorado Online Learning 2009-10 Evaluation Report

March 2010

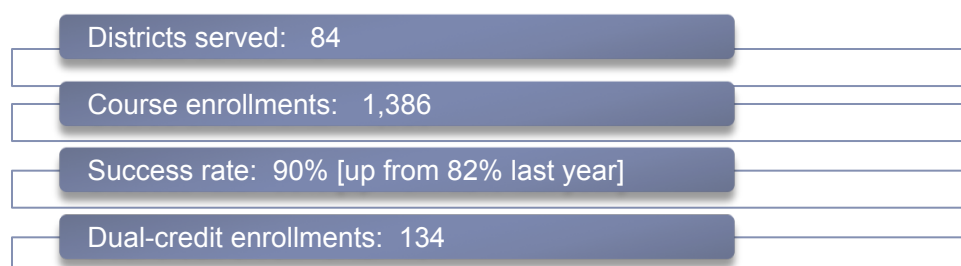
Fulfills House Bill 07-1066 reporting requirements

Prepared by The Public Good, Inc. • 2765 S. Colorado Blvd., Ste. 212, Denver, CO 80222 • 303-521-8142

Executive Summary

Colorado Online Learning (COL) works with school districts to ensure that all students, regardless of their zip code, have access to rigorous courses consistent with graduation requirements. Through COL, Colorado students can access 75 courses in 9 subject areas taught by highly qualified teachers.

- ▶ Who is the typical COL student? He or She...
 - ▶ Lives in a rural area
 - ▶ Attends a “bricks-and-mortar” high school for most classes
 - ▶ Takes online courses that aren’t offered at his or her school
 - ▶ Learns a World Language or takes a Social Studies course through COL
 - ▶ Believes online learning experiences will help her/him succeed in college or career choices
- ▶ COL’s commitment to quality and continuous improvement is evident in its high success rate — 90 percent of students successfully complete the courses they enroll in. Key facts for the 2009-10 school year:



- ▶ Through COL, students find opportunities to earn college credit and to develop independent learning and study skills. Many take advantage of AP and dual-credit courses, or explore career interests, such as computer programming or criminology.
- ▶ Superintendents report that they find the *ability to offer a wide range of courses* the most valuable aspect of online learning, followed by *providing advanced students appropriate course options*. [Source: COL needs assessment survey, conducted in February 2010].

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Background

- ▶ In May 2007, the Colorado legislature authorized funding for supplemental online education services through House Bill 07-1066. This program was designed to reduce online learning costs to school districts by providing a grant to the service provider. The Mountain Board of Cooperative Educational Services, charged with administering the program, awarded the contract to Colorado Online Learning (COL). This report provides information on the program activities and results for the 2009-10 school year.
- ▶ This document meets the reporting requirements outlined in HB 07-1066. It was prepared by The Public Good, Inc., a Denver-based evaluation firm.
- ▶ The reporting requirements are itemized below, with the corresponding page numbers.
 - ▶ The number of **registrants** in supplemental online courses, disaggregated by the school district, charter school, or BOCES that registered the students; p. 12
 - ▶ The supplemental online **course titles** offered and the number of registrants per course; p. 10-11
 - ▶ **Completion statistics** for each supplemental online course, disaggregated by semester; p. 7 & p. 16
 - ▶ The number of supplemental online courses taken for **dual credit** (both high school and postsecondary credit), disaggregated by post-secondary institution and school district; p. 13-14
 - ▶ A list of the supplemental online **courses developed or revised** by the contract provider; p. 10
 - ▶ The strategies used successfully to facilitate **student success** in supplemental online course work; p. 7
 - ▶ An **analysis of the reasons** school districts, charter schools, and BOCES use supplemental online courses; p. 6
 - ▶ A description of any **unique uses** of supplemental online courses by school districts, charter schools, and BOCES; p. 6
 - ▶ A description of any **barriers encountered** by school districts, charter schools, or BOCES in using supplemental online courses; p. 9
 - ▶ A representative sampling of **student and administrator comments** regarding participation in supplemental online courses; p. 8
 - ▶ **Trend data** related to the supplemental online learning environment; p. 5
 - ▶ An accounting of the **expenditure** of the funds allocated to the Mountain BOCES pursuant to this section, which shall include an accounting by the Mountain BOCES (p. 17) and by the contract provider (p. 20).
- ▶ For more information on Colorado Online Learning, go to www.col.k12.co.us or contact COL at 13300 West 2nd Place, Lakewood, CO 80228; Phone: (303) 339-4080; Toll Free: (877) 293-5673; Fax: (303) 339-4084.

Online Learning Trends

- ▶ **The National Picture.** The Center for Digital Education ranked Colorado 21st in its evaluation of states' policy regarding online learning. The rankings reflect a state's vision, policies and strategies deployed to transform their academic environment and meet the needs of students.¹ Additional findings from the Center for Digital Education report:
 - ▶ "Twenty-six states are currently operating statewide online learning programs. Twenty-four of these programs are state-led, the two exceptions being New Hampshire and Colorado." (Additional explanation of this distinction below.)
 - ▶ "Colorado has one of the most unique funding structures amongst all states with statewide virtual schools. The state operates a supplemental statewide online institution, though it is technically a non-profit. Since it is regarded as a supplemental school it receives a formula appropriation from the state. The school also charges the districts utilizing the system on a per-student, per-semester basis. ... Innovative funding strategies will become commonplace over the coming years as states look to address general fund issues and deal with overall budget constraints."
 - ▶ "Florida continues to lead online education across the nation. The Florida Virtual School is the largest in the nation and is expanding rapidly. In 2008-2009 the school's enrollment climbed to over 124,000, which represented a 25 percent increase over the previous school year."
 - ▶ "The Center's findings reveal that there are a variety of obstacles that states face when trying to move forward with online education and that many of those are funding related. ... It is important that there be strong centralized state leadership in place to promote policy in order to move forward. As the number of models for online education increase and students and teachers grow comfortable with their new education tools, online learning will be on its way to becoming an integral piece of the U.S. education system."
- ▶ The Alliance for Excellent Education reports that online learning is proving to be a cost-effective means to solving the triple crises facing the US educational system: federal funding cliff, looming teacher shortage, and need for educational systems to provide global skills.²
- ▶ **Online Learning in Colorado.** In addition to Colorado Online Learning's statewide supplemental program for school districts, the state has a number of full-time online programs, as well as districts and charter schools that provide online courses. Colorado Department of Education's Unit of Online Learning reported that 2009 online student enrollment (in non-supplemental programs) increased 12.5% over 2008, with over 13,093 students enrolled.³
- ▶ Colorado Online Learning staff and administrators reach out to schools and districts, informing decision makers about online learning opportunities. This year, COL presented at CASE and CASB conferences, at the Colorado Counselors Association conference, at two BOCES events, and to individual school districts interested in COL course offerings.

¹Online Learning Policy Survey: A Survey of the States. Center for Digital Education, 2009.

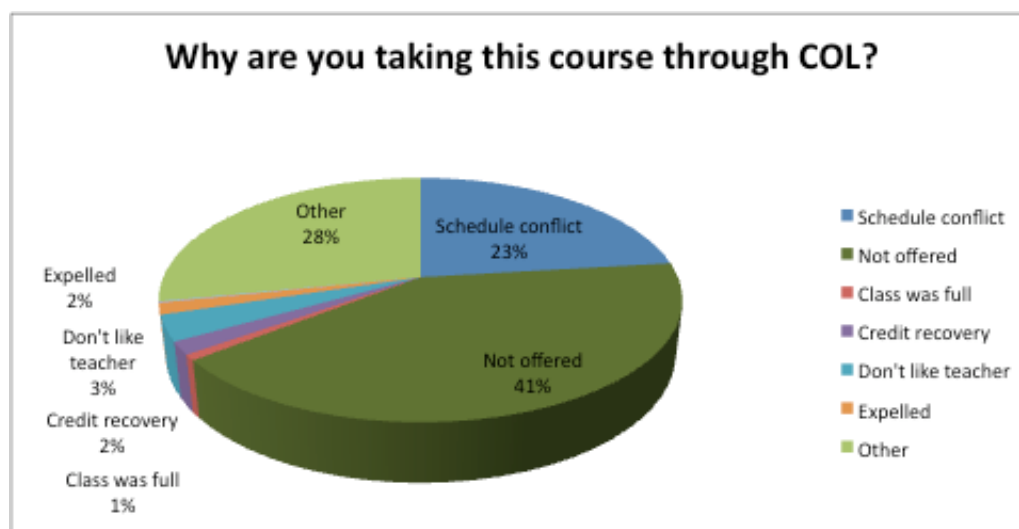
²Wise, Bob, and Robert Rothman. "The Online Learning Imperative: A Solution to Three Looming Crises in Education." *Alliance for Excellent Education Issue Brief*, February 2010.

³ Summary Report of the Operations and Activities of Online Programs in Colorado. Colorado Department of Education, February 2010.

Reasons Students Use COL

► Reasons students give:

- Of students surveyed in Fall 2009, most students (41%) take courses through COL because the courses they need or want to take are not available at their school, or due to a schedule conflict at their school (23%). Another 28% cite “other” reasons, which range from seeking college credits, to pregnancy, to homeschooling, to budget and staffing cuts affecting courses offered, and changing schools.



► Other reasons students give for taking COL classes:

- "I want to go into medicine so it gave me a head start to that type of work."
- "I like to work alone, so I can concentrate, that is why I chose to take it online."
- "It is required for us to take a year of foreign language before graduation and we're taking it online because we don't have an actual teacher."
- "I have to leave at noon to work and I needed another science class."

► Unique uses:

- The School for the Deaf and Blind recently enrolled a student in a Spanish course, and will consider enrolling additional students after evaluating this pilot effort.
- Students in the Aspen Ski and Snowboard School continue to use COL to stay on track academically while traveling nationally and internationally for competitions.
- Several districts, including Hoehne, Crowley and North Park, depend on COL exclusively to meet student needs for world language credits. Other districts supplement their own offerings with COL. For example, Gunnison enrolls students in COL's German classes. Fowler offers Spanish I, then enrolls students in COL for advanced courses.

Student Success

▶ Student Success Rate

- ▶ COL's student success rate is 90 percent, a figure that compares quite favorably with other statewide supplemental programs across the country. The table below shows the success rate for each subject area. See Appendix A for the success rate per course.

Fall 2009 Success Rate				
	Pass	Fail	Inactive	Success Rate
Business	44	3	3	93.6%
Art	22	3	4	88.0%
Electives	15	1	9	93.8%
Language Arts	41	9	10	82.0%
Math	36	7	12	83.7%
Music	4	0	0	100.0%
Science	59	8	8	88.1%
Social Studies	122	11	10	91.7%
Technology	18	2	1	90.0%
World Languages	262	23	4	91.9%
Total	623	67	61	90%

▶ Strategies for Supporting Student Success

- ▶ Several strategies contribute to Colorado Online Learning's strong student success rate: student support, site coordinator support, and progress monitoring tools.
- ▶ **Student Support.** COL staff members, notably the Director of Student Services (DSS), are pro-active about contacting students early and often throughout the course. Weekly emails urge students to stay current with their coursework and to contact their online teacher regularly. Weekly contact with district site coordinators aids in tracking student progress and ensuring that students stay on task.
- ▶ **Site Coordinator Support.** Site coordinators, individuals at the school or district responsible for students taking COL courses, play an important role in student success. COL provides site coordinators with a training manual, administrative support, and technical assistance as needed. See the Case Study (Appendix E) describing COL's work with the Council on 21st Century Learning to provide professional development for site coordinators, as well as course design that incorporates the principles of 21st century learning.
- ▶ **Progress Monitoring.** Site coordinators can run grade-to-date reports on demand at any time during the semester. These reports show student progress on completing their assignments, and prompt site coordinators to confer with students who are not performing well academically. Students also have access to their progress and performance for the course. Ongoing monitoring of student progress is a proven method for helping students stay on track and complete their course successfully.

Administrator and Student Comments

▶ **What administrators say:**

- ▶ “We are/were looking at reducing our online offerings because of no reimbursement... with the recent reimbursement opportunity we are not looking to reduce as much.”
- ▶ Online learning “...primarily works for self starters but we've used the program in the past and have been very satisfied with content and customer service.”

▶ **What students say:**

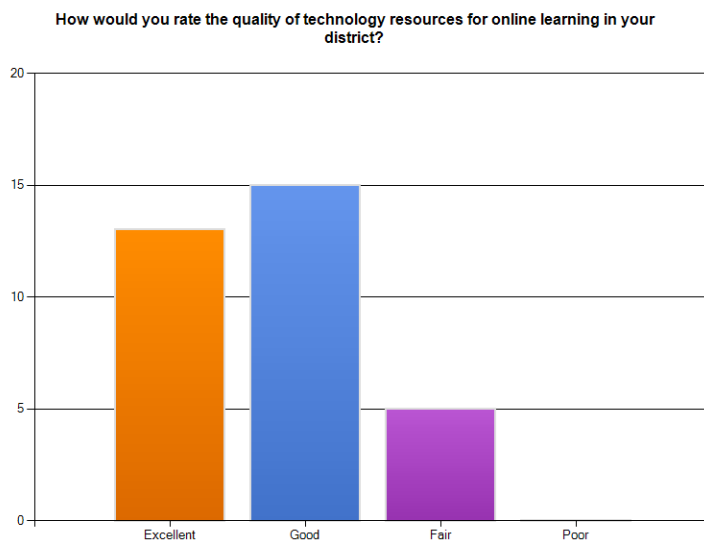
- ▶ “I liked COL because, compared to other online classes I have taken, COL worked the best. I knew exactly what I was supposed to do and when it was due. It was nice to have the work laid out in front so you can always catch up or go ahead.”
- ▶ “I’ve learned a lot more in this unit than my old Spanish teacher taught me in over a year in his class so thank you for your time and teaching me Spanish.”
- ▶ “I really enjoyed taking this class. My teacher always answered my questions promptly, and helped me with anything I needed. I would recommend this class to anyone.”
- ▶ “I took my first year of online German through a different program and I am incredibly happy that I switched. The work load is manageable, I am learning a lot, and I actually enjoy what I'm doing.”
- ▶ “This course was really fun for me because I just love working with computers. This course taught me how to create flash animations, which might come in handy for other subjects like science if I ever have to create something with the computer.”
- ▶ “Having the opportunity to take a needed class online is very convenient. I go to a very small school and class options are limited and when a scheduling conflict arises, taking it online is the only solution.”

- ▶ **Parent comment.** After Dee Chasarik was named Colorado Secondary Online Teacher of the Year, a parent wrote: “We saw that Travis's Personal Finance instructor had been honored. He thought both her and his Music Appreciation teachers were great. He has decided to major in Operations Research & Financial Engineering because of the impact Mrs. C had on him in the class he took from her.”

- ▶ **Student video.** See a video of COL students talking about their online learning experiences, including the challenges, opportunities, and what it takes to be a successful online learner, at <http://www.col.k12.co.us/vids/OnlineLearnersDiscuss.html>.

Barriers to Learning Online

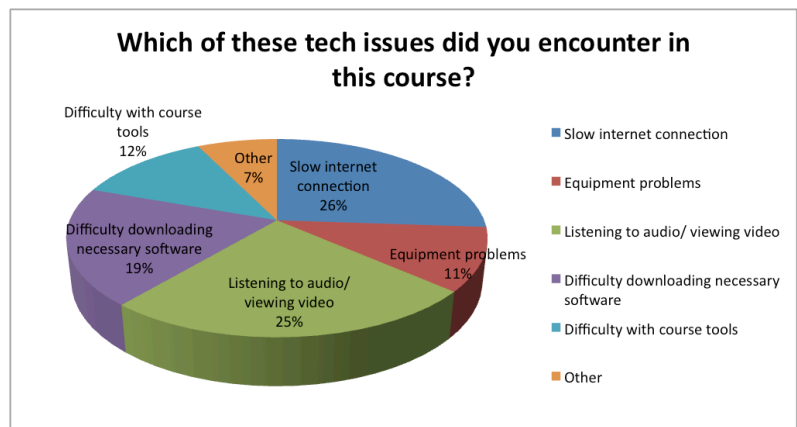
- ▶ Online learning is becoming increasingly accessible, as schools and districts clear technical hurdles that were once barriers, and as more and more students have online access outside of school. A February 2010 survey of Colorado superintendents reveals that 94% of respondents say that online access is readily available to students interested in taking online courses. Moreover, districts describe their technology resources for online learning as Excellent (36.7%) or Good (50.0%).



One superintendent of a rural district reports that students without online access at home, out of necessity, make the most of their computer time at school.

“We do have students who do not have computers/internet at home. As a four day a week school with students driving 30+ miles to attend, we have issues of limited computer access. [It] forces students to be more responsible with their time and on-line access.”

- ▶ **Technical Difficulties.** Most students are comfortable using the technology involved in online learning. To wit, 94% of students agreed the course materials were easy to navigate, and over 80% agreed that technical issues were minimal. Difficulties due to slow Internet connection (26%) and listening to audio or viewing video (25%) were the most reported technical issues, followed by difficulty downloading software and plug-ins (19%).



Course Offerings

- COL offers 75 courses in 9 subject areas. New courses for the 2009-10 school year include: ACT English Review, Criminology, Environmental Science, and Statistics.

Course List for 2009-10

** semester-long courses. ** available for dual-credit.*

Arts & Music

Creative Drawing I (Art101)*
Digital Photography: Creating Images with Impact! (Art103)*
Drawing: Challenges and Solutions (Art104)*
Music Appreciation (Mus101)* **

Business

Career Exploration (Bus100)*
Introduction to Accounting I (Bus101)
Personal Finance (Bus102)* **
Applied Concepts in Finance (Bus103)*
Economics (Bus104)*
International Business (Bus105)*

World Languages

Mandarin (Chinese) I (WLC101)
Mandarin (Chinese) II (WLC102)
French I (WLF101)
French II (WLF102)
French III (WLF103)
German I (WLG101)
German II (WLG102)
German III (WLG103)
Latin I (WLL101)
Latin II (WLL102)
Latin III (WLL103)
Spanish I (WLS101)
Spanish II (WLS102)
Spanish III (WLS103)
Spanish IV (WLS104)

Language Arts

English I (Eng101)
English II (Eng 102)
English III (Eng103)
Intro to Composition (Eng104)* **
Readers/Writers Workshop (Eng105)
AP Literature and Composition (Eng106)
Shakespearean Theater: The Tragedies (Eng107)*
Shakespearean Theater: The Comedies (Eng108)*
PoetSpeak: Reading, Writing, and Living
Poetry (Eng109)*
ACT English, Reading, & Writing Review (Eng110)*

Electives

Life Skills: Preparing for Your Future (Ele100)*
Fitness Fundamentals (Ele101)*
Health (Ele104)*

Mathematics

Fundamental Mathematics (M100)*
Algebra I
1st Semester (M102A)
2nd Semester (M102B)
Geometry
1st Semester (M103A)
2nd Semester (M103B)
Algebra II**
1st Semester (M104A)
2nd Semester (M104B)
Pre-Calculus
1st Semester (M105A)
2nd Semester (M105B)
AP Calculus AB (M107)
ACT/SAT Mathematics Review (M108)*
Statistics (M109A)*

Science

Biology (Sci101)
Environmental Science (Sci102) –
College Physics (Sci103)**
Future Issues: Biotechnology (Sci104)*
Astronomy (Sci105)*
Geology (Sci106)*
Anatomy and Physiology (Sci107)
Basic Chemistry (Sci109)

Social Studies

American Government/Civics (SS101)
United States History (SS102)**
World Geography (SS103)**
World History: The Dawn of Civilization (SS104A)* **
World History: Wars and Revolutions! (SS104B)* **
Personal Psychology: The Road to Self Discovery (SS105)*
Personal Psychology: Living in a Complex World (SS106)* **
Law & Order: Intro to Legal Studies (SS107)*
Colorado History (SS108)*
Sociology: Study of Human Relationships (SS109)*
Anthropology: Uncovering Human Mysteries (SS111)*
Criminology: Inside the Criminal Mind (SS115)*

Technology

Web Design (Tech100)*
C++ Programming (Tech101)*
Java Programming (Tech102)*
Computer Animation: The Power of Flash (Tech103)*
3D Modeling: Building in Three Dimensions (Tech104)*

Enrollment by Course

World Languages continues to be the most sought after category of COL's course offerings, followed by Social Studies and Science courses.

2009-10 Course Enrollment Statistics

Course Number	Course Name	Fall	Spring	Course Number	Course Name	Fall	Spring
Business							
Bus100*	Career Exploration	9	6	Sci105*	Astronomy	7	7
Bus101	Accounting	2	0	Sci106*	Geology	2	7
Bus102*	Personnal Finance	28	27	Sci 102	Environmental Science	14	4
Bus103	Applied Concepts in Finance	0	7	Sci107	Anatomy & Physiology	19	13
Bus104	Economics	6	2	Sci109	Basic Chemistry	3	3
Bus105	International Business	5	7	Science Total		75	52
Business Total		50	49	Social Studies			
Art				SS101	Amer Gov./Civics	13	11
Art103*	Digital Photography	20	16	SS102	US History	16	21
Art 101	Creative Drawing 1	9	4	SS103	World Geography	12	12
Art104	Drawing: Challenges and Solutions	0	0	SS104*	WH,The Dawn of Civilization	15	3
Art Total		29	20	SS104*	WH, Wars and Revolutions	21	8
Electives				SS105*	The Road to Self Discovery: Personal P	12	13
Ele 100*	Life Skills: Preparing for your Future	5	0	SS106*	Living in a Complex World: Personal P:	10	19
Ele 101*	Fitness	3	4	SS107*	Law & Order: Intro to Legal Studies	20	5
Ele104*	Health	17	14	SS108*	Colorado History	6	2
Electives Total		25	18	SS109*	The Study of Human Relationships:Soc	7	16
Language Arts				SS110*	Your Social Life: Sociology	0	0
Eng101	English I	10	9	SS111	Anthropology: Uncovering Human My	0	14
Eng102	English II	11	6	SS115	Criminology: Inside the Criminal Mind	11	25
Eng103	English III	6	7	Social Studies Total		143	149
Eng104	Intro. To Comp.	15	4	Technology			
Eng105	Readers/Writers Workshop	0	0	Tech100*	Web Page Development	7	0
Eng 106	AP Literature and Comp	0	0	Tech101*	C++	0	8
Eng107*	Shakespeare,The Tragedies	0	4	Tech102*	Java Programming	3	3
Eng108*	Shakespeare, The Comedies	8	0	Tech103*	Computer Animation	8	8
Eng109*	PoetSpeaks	8	10	Tech104*	3D Modeling	3	9
Eng110*	ACT English	2	6	Technology Total		21	28
Language Arts Total		60	46	World Languages			
Mathematics				WLC101	Mandarin 1	10	6
M100*	Fundamental Math	3	0	WLC102	Mandarin II	1	1
M101	Pre Algebra	5	0	WLF101	French 1	19	10
M102	Algebra I	13	6	WLF102	French II	13	10
M103	Geometry	20	6	WLG101	German I	14	9
M104	Algebra II	3	11	WLG102	German II	21	21
M105	Pre-Calculus	5	1	WLL101	Latin I	18	13
M105	AP Calculus	6	0	WLL102	Latin II	5	5
M107*	SAT/ACT Math Review	0	21	WLL103	Latin III	5	5
Mathematics Total		55	45	WLL104	Latin IV	0	0
Music				WLS101	Spanish I	137	107
Mus101*	Music Appreciation	4	6	WLS102	Spanish II	24	18
Music Total		4	6	WLS103	Spanish III	10	5
Science				WLS104	Spanish IV	12	12
Sci100	Fun. in Science	0	0	World Languages Total		289	222
Sci101	Biology	9	5	Total Course Enrollment			
Sci103	AP Physics	18	13			751	635
Sci104*	Future Issues: Biotechnology	3	0				

Enrollment by District

District	Final Fall 2009	Preliminary Spring 2010	District	Final Fall 2009	Preliminary Spring 2010
Academy 20	8	5	Lewis Palmer 38	0	1
Adams 12	3	1	Liberty J - 4	2	4
Archuleta County 50JT	13	7	Limon Re4J	1	0
Aspen 1	11	9	Lone Star 101	6	3
Bayfield 10 JT-R	4	5	Mancos Re-6	7	1
Bethune R-5	1	0	Mapleton 1	0	1
Big Sandy 100J	18	19	Miami - Yoder 60JT	24	18
Boulder Valley RE-2	1	0	Moffat 2	3	3
Buena Vista Re11	1	0	Monte Vista C-8	3	1
Buffalo RE-4	8	0	Montezuma-Cortez RE-1	8	3
Burlington RE-6J	5	7	Mountain Valley RE-1	2	0
Briggsdale Re - 10	0	2	North Park R-1	19	16
Brush RE2 (J)	0	1	Norwood R-2J	9	12
Campo Re-6	3	0	Otis R-3	0	2
Clear Creek RE-1	9	6	Ouray R-1	2	0
Colorado School for D&B	1	1	Park (Estes) R-3	27	24
Colorado Springs D-11	0	2	Park County RE-2	26	26
Cotopaxi Re-3	5	1	Plateau Re -5	3	5
Creede Consolidated 1	4	4	Plateau Valley 50	17	13
Cripple Creek-Victor RE-1	6	5	Platte Canyon 1	14	14
Crowley Cty RE1J	82	43	Poudre R-1	2	2
Custer County C -1	3	1	Pueblo County Dist. 70	11	9
DeBeque 49JT	1	1	Rocky Ford Re - 1	2	2
Deer Trail 26J	2	2	Salida R-32	5	3
Delta 50(J)	0	5	Sargent RE33J	4	4
Denver County #1	1	1	Silverton 1	13	6
Dolores RE 4A	9	5	South Routt RE-3	32	35
Eaton Re 2	1	0	St. Vrain Re1J	5	1
Edison 54JT	40	33	Steamboat Springs RE-2	20	33
Elizabeth C-1	11	7	Summit Re-1	1	0
Fowler R-4J	22	22	Thompson R-2J	19	17
Genoa Hugo C113	3	1	Trinidad 1	1	1
Greeley 6	0	3	Walsh RE1	1	1
Gunnison Re1J	16	16	Weldon Valley Re 20J	2	0
Haxtun Re2J	3	0	West End Re - 2	0	1
Hayden Re-1	12	7	West Grand 1J	7	2
Hinsdale Cty Re - 1	2	1	Woodlin R-104	0	1
Hoehne Reorganized 3	69	70	New Hampshire	1	1
Holly RE3	4	4	New York	1	0
Huerfano RE-1	20	18	Home Schooled	0	6
Idalia RJ-3	6	7			
Ignacio 11JT	6	10	Total	751	635
Jefferson Cty R - 1	16	9			
Kim Reorganized 88	4	0	Fall 2009 - 74 Districts		
Kiowa C-2	5	9	Spring 2010 - 71 Districts		
La Veta RE-2	7	5			
Lake County R-1	5	8			

Dual Credit Enrollment by Course

- ▶ In the 2009-10 school year, COL students enrolled in 134 courses for dual credit. COL offers 14 courses for dual credit, through arrangements with four post-secondary institutions.

			Fall 2009	Spring 2010
College/University	Course #	Course Name	Course Enrollments	Course Enrollments
Adams State College	Eng104	Intro to Composition	5	4
Jones International	Bus102	Personal Finance	10	5
	Eng104	Intro to Composition	2	0
	SS103	World Geography - Semester 1	3	0
	SS104	The Dawn of Civilization: World History	4	2
	SS104	Wars and Revolutions: World History	9	4
	SS106	Living in a Complex World: Personal Psychology	10	10
	SCI103	College Physics	0	0
UC Denver	M104	Algebra II	0	6
	Mus101	Music Appreciation	2	3
	Sci103	College Physics - Semester 2	14	9
	SS102	US History - Semester 1	7	1
	SS102	US History - Semester 2	0	6
	WLL101	Latin 1	0	8
	WLL102	Latin II	0	2
Mesa State	SCI107	Anatomy and Physiology	3	5
		Total	69	65

Dual Credit Enrollment by District

Participating Districts	Course Enrollment	Course Enrollment
Archuleta County 50JT	1	0
Bayfield 10 JTR	0	2
Big Sandy 100J	3	6
Buffalo Re - 4	1	0
Creede 1	0	1
Crowley RE 1J	0	1
Edison 54JT	16	3
Hayden Re-1	2	1
Fowler R-4J	4	5
Hinsdale Re-1	1	0
Hoehne 3	2	3
Holly RE 3	1	1
Idalia RJ - 3	1	0
Ignacio 11JT	4	6
Jefferson R-1	0	1
Lake County R - 1	0	1
LaVeta RE-2	1	0
Limon RE 4 J	1	0
Mancos RE - 6	1	0
Monte Vista C - 8	1	1
Norwood R-2J	1	2
Park County Re - 2	11	9
Plateau Valley 50	2	4
Pueblo County Dist. 70	2	6
South Routt RE-3	6	10
West Grand 1-JT	7	2
Total	69	65

Financial Information

- ▶ The State of Colorado funded supplemental online learning, through HB 07-1066, at \$480,000 in 2009-10. The Mountain BOCES administered these funds as shown in Appendix B. COL revenue and expense reports through January 2010 for the State Supplement are shown in Appendix C. State Supplement funds cover personnel, operating costs, and contract services needed to provide online learning opportunities for Colorado students.

Appendix A:

Success Rate by Course — Fall 2009

Course Number	Course Name	Pass	Fail	Inactive	Completion %	Course Number	Course Name	Pass	Fail	Inactive	Completion %
Business											
Bus100*	Career Exploration	8	1		89%		Astronomy	4	1	2	80%
Bus101	Accounting	1		1	100%	Sci105*	Geology	2			100%
Bus102*	Personnal Finance	25	1	2	96%	Sci106*	Environmental Science	6	5	3	55%
Bus103	Applied Concepts in Finance					Sci 102	Anatomy & Physiology	17	1	1	94%
Bus104	Economics	5	1		83%	Sci107	Basic Chemistry	3			100%
Bus105	International Business	5			100%	Social Studies					
Art							Amer Gov./Civics	9	3	1	75%
Art103*	Digital Photography	16	2	2	89%	SS101	US History	14	1	1	93%
Art 101	Creative Drawing I	6	1	2	86%	SS102	World Geography	10		2	100%
Art104	Creative Drawing II	0			100%	SS103	WH, The Dawn of Civilization	9	4	2	69%
Electives						SS104*	WH, Wars and Revolutions	17	1	3	94%
Ele 100*	Life Skills: Preparing for your Future	2	1	2	67%	SS104*	The Road to Self Discovery: Personal Psy.	10	2		83%
Ele 101*	Fitness	2		1	100%	SS105*	Living in a Complex World: Personal Psy.	10			100%
Ele104*	Health	11		6	100%	SS106*	Law & Order: Intro to Legal Studies	20			100%
Language Arts						SS107*	Colorado History	5		1	100%
Eng101	English I	1	4	5	20%	SS108*	Anthropology: Uncovering Human Mystries	7			100%
Eng102	English II	8	2	1	80%	SS111	Criminology	11			100%
Eng103	English III	3	1	2	75%	Technology					
Eng104	Intro. To Comp.	11	2	2	85%		Web Design	6	1		86%
Eng105	Readers/Writers Workshop				0%	Tech100*	C++	0			0%
Eng 106	AP Literature and Comp				0%	Tech101*	Java Programming	3			100%
Eng107*	Shakespeare, The Tragedies				0%	Tech102*	Computer Animation	6	1	1	86%
Eng108*	Shakespeare, The Comedies	8			100%	Tech103*	3D Modeling	3			100%
Eng109*	PoetSpeaks	8			100%	World Languages					
Eng110*	ACT English	2			100%		Mandarin I	9	1		90%
Mathematics						WLC101	Mandarin II	1			100%
M100*	Fundamental Math	3			100%	WLC102	French I	14	5		74%
M102	Algebra I	1	1	3	50%	WLF101	French II	12		1	100%
M103	Geometry	6	2	5	75%	WLF102	German I	11	3		79%
M104	Algebra II	15	1	4	94%	WLG101	German II	21			100%
M105	Pre-Calculus	2	1		67%	WLG102	Latin I	18			100%
M105	AP Calculus	4	1		80%	WLL101	Latin II	5			100%
M107*	SAT/ACT Math Review	5	1		83%	WLL102	Latin III	5			100%
Music						WLL103	Spanish I	128	8	1	94%
Mus101*	Music Appreciation	4			100%	WLL104	Spanish II	19	3	2	86%
Science						WLS101	Spanish III	7	3		70%
Sci101	Biology	7		2	100%	WLS102	Spanish IV	12			100%
Sci103	AP Physics	17	1		94%	WLS103					
Sci104*	Future Issues: Biotechnology	3			100%	WLS104	Total Course Enrollment	623	67	61	
						623/690 = 90% completion rate					

Appendix B:

Mountain BOCES Financial Report

Fund Audit Report						
SELECTED Data				Arranged by:		
Date Range: 07/01/2009 thru 02/28/2010				Account Number		
Date	Check/ Receipt	Invoice	Description	Budget/ Expected	Disbursed/ Received	Payable/ Receivable
Src	P/O					Encumber
10	GENERAL FUND		-- EXPENDITURES --			
10-620-86-2200-0320-000-3185	CDE On-Line Purchase Service					
08/21/2009						
GL			COL Transfer - Aug. '09	0.00	42,764.00	0.00
09/10/2009						
GL			COL Transfer - Sept. '09	0.00	42,764.00	0.00
10/01/2009						
GL			COL Transfer - Oct. '09	0.00	42,764.00	0.00
10/29/2009						
GL			COL Transfer - Nov. '09	0.00	42,764.00	0.00
12/01/2009						
GL			COL Transfer - Dec. '09	0.00	42,764.00	0.00
12/30/2009						
GL			COL Transfer - Jan '10	0.00	42,764.00	0.00
02/01/2010						
GL			COL Transfer - Feb. 10	0.00	42,764.00	0.00
10-620-86-2200-0320-000-3185	Account Totals:		Current:	0.00	299,348.00	0.00
			Beginning:	470,400.00	0.00	0.00
			Other Adjustment	0.00		
			Ending:	470,400.00	299,348.00	0.00
			Budget Balance:		171,052.00	171,052.00
10-620-86-2200-0869-000-3185	CDE On-Line Indirect Cost			9,600.00	0.00	0.00
			Budget Balance:		9,600.00	9,600.00
10	Fund Totals:		Current:	0.00	299,348.00	0.00
			Beginning:	480,000.00	0.00	0.00
			Other Adjustment	0.00		
			Ending:	480,000.00	299,348.00	0.00
			Budget Balance:		180,652.00	180,652.00

Appendix B: Mountain BOCES Financial Report (continued)

Fund Audit Report							Arranged by:
SELECTED Data							Account Number
Date Range: 07/01/2009 thru 02/28/2010							
Date	Check/ Receipt	Invoice	Description	Budget/ Expected	Disbursed/ Received	Payable/ Receivable	Encumber
Src	P/O						
10	GENERAL FUND		-- SUMMARY --				
			Total Revenue	Current:	0.00	480,000.00	0.00
				Beginning:	480,000.00	0.00	0.00
				Other Adjustment	0.00		
				Ending:	480,000.00	480,000.00	0.00
				Budget Balance:		0.00	0.00
			Total Expenditures	Current:	0.00	299,348.00	0.00
				Beginning:	480,000.00	0.00	0.00
				Other Adjustment	0.00		
				Ending:	480,000.00	299,348.00	0.00
				Budget Balance:		180,652.00	180,652.00
			Beginning Cash Balance		0.00		
			Revenue		0.00		
			Expenditures		0.00		
			Other Cash Transactions		0.00		
			Ending Cash Balance		0.00		
			Payable		0.00		
			Encumbered		0.00		
			Unencumbered Cash Balance		0.00		

Appendix B: Mountain BOCES Financial Report (continued)

SELECTED Data				Fund Audit Report		Arranged by:	
Date Range: 07/01/2009 thru 02/28/2010				Account Number			
Date	Check/ Receipt	Invoice	Description	Budget/ Expected	Disbursed/ Received	Payable/ Receivable	Encumber
Src	P/O						
Report Totals:							
		Total Revenue	Current:	0.00	480,000.00	0.00	
			Beginning:	480,000.00	0.00	0.00	
			Other Adjustment	0.00			
			Ending:	480,000.00	480,000.00	0.00	
			Budget Balance:		0.00	0.00	
		Total Expenditures	Current:	0.00	299,348.00	0.00	0.00
			Beginning:	480,000.00	0.00	0.00	0.00
			Other Adjustment	0.00			
			Ending:	480,000.00	299,348.00	0.00	0.00
			Budget Balance:		180,652.00	180,652.00	180,652.00
			Beginning Cash Balance		0.00		
			Revenue		0.00		
			Expenditures		0.00		
			Other Cash Transactions		0.00		
			Ending Cash Balance		0.00		
			Payable		0.00		
			Encumbered		0.00		
			Unencumbered Cash Balance		0.00		

Appendix D:

Colorado Online Learning Financial Report

	Annual Budget	Jan-10	Jul-09 - Jun-10	Balance Jan-10
Income				
Educational				
4200 - Mtn BOCES Payment	470,400.00	0.00	256,584.00	-213,816.00
4201 - Course Fees	0.00	0.00	0.00	0.00
Total Educational	470,400.00	0.00	256,584.00	-213,816.00
4220 - Interest Income	3,000.00	59.81	417.31	-2,582.69
4300- Miscellaneous Income	100.00	0.00	51.00	-49.00
Total Income	473,500.00	59.81	257,052.31	-216,447.69
	Annual Budget	Jan-10	Jul-09 - Jun-10	Balance Jan-10
Expense				
Personnel Services				
5100 - Admin Salaries	<u>201,431.00</u>	<u>16,785.92</u>	<u>118,773.44</u>	<u>82,657.56</u>
Total - 5100 - Personnel Services	201,431.00	16,785.92	118,773.44	82,657.56
Benefits				
5105- Admin Health Insurance	17,808.00	1,484.00	10,388.00	7,420.00
5110- Admin Annuity	0.00	0.00	0.00	0.00
5115 - Admin Travel Allowance	<u>7,680.00</u>	<u>640.00</u>	<u>4,480.00</u>	<u>3,200.00</u>
Total - Benefits	25,488.00	2,124.00	14,868.00	10,620.00
Contracted Services				
5305 - Course Revision	21,620.00	600.00	11,955.00	9,665.00
5310 - Course Dev./ Prof. Dev	30,000.00	750.00	1,700.00	28,300.00
5315 - Prof. Dev Stipends/ Registrati	4,000.00	175.00	865.00	3,135.00
5320 - Professional Develop Travel	2,000.00	0.00	724.75	1,275.25
5325 - Prof Dev Lodging	2,000.00	0.00	1,000.63	999.37
5230 - Prof Dev Meals	500.00	0.00	280.64	219.36
5335 - Prov Dev Mileage/Parking/To	1,000.00	0.00	205.28	794.72
5345 - Platform Provider	1,000.00	0.00	0.00	1,000.00
5350 - Marketing Outreach	0.00	0.00	0.00	0.00
5355 - Data Analysis	11,000.00	0.00	0.00	11,000.00
5360 - Other Contracted Services	15,000.00	0.00	0.00	15,000.00
5365 - BOCES Services	64,000.00	5,330.38	31,982.28	32,017.72
Total - Contracted Services	152,120.00	6,855.38	48,713.58	103,406.42
General Operating Expense				
5900 - Office Lease	0.00	0.00	0.00	0.00
5905 - Telephone	8,400.00	536.46	3,730.08	4,669.92
5910 - Network/Tech	3,000.00	76.12	364.79	2,635.21
5915 - Office Supplies/Equip	8,162.00	150.51	1,850.17	6,311.83
5920 - Postage	800.00	0.00	88.18	711.82
5925 - Shipping	3,500.00	0.00	384.54	3,115.46
5930- Liability Insurance	4,500.00	-129.00	3,939.32	560.68
5935 - Legal Services	2,500.00	0.00	0.00	2,500.00
5940 - Accounting Services	10,000.00	176.75	7,714.14	2,285.86
5945 - Instructional Materials	15,000.00	36.00	13,249.43	1,750.57
5950 - Staff Travel	0.00	0.00	0.00	0.00
5955 - Staff Lodging	3,000.00	0.00	1,394.70	1,605.30
5960 - Staff Meals	2,000.00	450.77	1,392.37	607.63
5965 - Staff Mileage/Parking/Tolls	3,500.00	95.84	922.09	2,577.91
5970 - Staff Airfare	1,500.00	0.00	0.00	1,500.00
5975 - Membership Fees	3,000.00	0.00	500.00	2,500.00
5980 - Conference Fees	6,000.00	675.00	954.40	5,045.60
5985 - Other Operating Expenses	4,190.00	58.64	3,741.47	448.53
5990 - Bank & Merchant Fees	0.00	0.00	0.00	0.00
5995 - Copy Expense	0.00	0.00	0.00	0.00
7200 - Other Expense	0.00	0.00	2,078.00	-2,078.00
Total - General Operating Expense	79,052.00	2,127.09	42,303.68	36,748.32
6560 - Payroll Tax Expenses	15,409.00	1,505.27	11,246.18	4,162.82
Total Expenses	473,500.00	29,397.66	235,904.88	237,595.12

Appendix D: Case Study

- ▶ Professional Development & Course Design
- ▶ This study is excerpted from the Council on 21st Century Learning's 2009 report, *Powerful Learning in the 21st Century*. The work was funded through a Power Results grant from the Colorado Department of Education.

Colorado Online Learning — Professional Development and Course Design

Pushing the virtual learning envelope

Many think online learning epitomizes 21st century learning: it is available anywhere, anytime the student can access the Internet. In reality, online learning can be little more than a fancy correspondence course — or it can push the envelope to bring rich new learning experiences to students. Colorado Online Learning (COL) aims for the latter.

This case study describes COL's work in 2008-09 to infuse course design and student support with the principles of 21st century learning. Staff members from COL and C21L began meeting in March 2008 to plan professional development activities. A two-fold approach was adopted in order to reach instructors and course designers, as well as the on site (school-based) coordinators that are so critical to student success in online learning.

Regional Meetings in Fall 2008. In three Colorado locations, school and district administrators gathered for a full day of professional development about online learning in the 21st century. Student panels shed light on what it's like to learn online — the challenges and new opportunities it presents. Many participants found the student panels especially useful. Here is a selection of participant comments:

- I thought the training was awesome. It was so helpful for me to conceptually understand COL in general, the inner workings, so to speak. I got a lot out of the day in terms of thinking more comprehensively about how to support our COL students.
- The entire day had value for me and my team.
- Well done. I felt that everyone's questions were answered and the information was excellently presented.
- Great workshop - interactive and I loved the student forum.




District coordinators discuss 21st century learning (l); students reflect on online learning (r) at the Colorado Online Learning professional development session at Rye High School.

For COL, the regional workshops were useful in establishing or cementing trusting relationships that are essential to the organization's ongoing success as a statewide

provider of supplemental online learning courses. The student panels, captured on video and available online, provide useful advice to students and school personnel about overcoming barriers to learn successfully online.

Figure 3: COL Student Panel Video

Colorado Online Learning from the Students' Perspective	
1. "What It Takes To Be Successful" http://www.youtube.com/watch?v=la0A_OYYgc0	
2. "Life After High School" http://www.youtube.com/watch?v=o6lk_y4mwvw	
3. "Challenges of Online Learning" http://www.youtube.com/watch?v=vUQByKHff2Q	
4. "Student Perspectives" (all three together) http://www.youtube.com/watch?v=-kfmFKqFhnM	

Course Design and Review. After the regional workshops were complete, COL turned its attention to providing a professional development experience for a cadre of experienced online teachers designed to infuse courses with principles of 21st century learning. Five teachers came together to work in person for a day and a half, followed by online discussions and shared feedback through Ning and COL's course delivery platform. Teachers identified powerful learning experiences of their own, then discussed areas of commonality as well as the relationships between their experiences to 21st century learning, as defined by Partnership for 21st Century Learning and the American Association for School Librarians. These discussions yielded a consensus on the learning design principles described in Figure 4 (next page).

Next, the teachers spent some time planning their course design, or reworking the design of existing courses, using the principles. The courses worked on by the members of the teacher cadre included: Accounting, Biology, Introduction to

Composition, Statistics and World History. Sample units or lessons were posted to a specially constructed “course shell” in eCollege, the learning management system used by COL. Cadre members reviewed and commented on each other’s work.

Figure 4: COL Teacher Cadre Work

COL Learning Design Principles
<p>COL's Quality Assurance Process includes periodic rigorous course reviews, using standards developed by the North American Council for Online Learning. NACOL's standards call for 21st century learning, but teachers and administrators alike were not sure what to do differently. The teacher cadre identified these principles, which are now included in the course review form.</p> <p>A key accomplishment of the online teacher cadre —</p> <p>COL Learning Design Principles</p> <p>Active and Independent Learning. The challenge of learning is welcomed and encouraged. Inquiry, experiential, discovery-based learning opportunities are built into course design. Students learn by exploring, doing and reflecting. Students are presumed to be independent learners and thinkers. Multiple learning styles are accommodated.</p> <p>Collaborative Learning. Students learn from and teach each other through interaction, facilitated dialogue, collaboration, resulting in a community of learners. The teacher learns alongside students and is part of the learning community.</p> <p>Relevant and Authentic Learning. Instructional activities are applicable to the student's life and interests, using current, relevant examples or activities. Learning activities build on prior experiences and understanding. Opportunities are provided for students to engage in and develop authentic work, products or performance.</p> <p>Assessment for Learning. A variety of assessments are used frequently to inform the student and teacher of learning needs and to monitor progress. Assessments are authentic, individualized and include reflection. Courses and assessments reflect each stage of learning — acquisition, assimilation, application and adaptation.</p>

Conclusion. The regional workshops were a success from COL and participant perspectives. The results of the course design cadre are mixed, from COL and C21L perspectives. The design principles will guide future course design and review efforts. However, the cadre itself did not generate the hoped-for level of engagement. Not all the participants successfully completed their course design or fully engaged in the online discussions. In the future, additional support and / or incentives may be needed to generate a cadre of professionals who share an ongoing sense of purpose.